

DOCUMENT RESUME

ED 086 595

SO 006 781

TITLE The Civil War and Reconstruction. Public Domain Edition. Grade Ten. Resource Unit IV. Project Social Studies.

INSTITUTION Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

SPONS AGENCY Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

BUREAU NO CRP-HS-045

PUB DATE 68

NOTE 79p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS American Culture; Civil Rights; *Civil War (United States); Course Objectives; *Cultural Background; Curriculum Guides; Democracy; Grade 10; Inquiry Training; Instructional Materials; *Reconstruction Era; Resource Units; Secondary Grades; Social Change; *Social Studies Units; Teaching Techniques; *United States History

IDENTIFIERS *Project Social Studies

ABSTRACT

The tenth-grade resource unit, developed by the University of Minnesota's Project Social Studies, is the fourth in a series of six units on continuity and change in American civilization. The attempt to apply the egalitarian ideology of the Democratic Age to the Negro and the ramifications of this attempt upon the political system are analyzed. The Civil War is examined as a case study of a political system in times of crisis. The course is designed to teach attitudes and inquiry skills as well as generalizations and concepts. The inquiry approach to teaching is stressed. Preceding the main body of the unit are three sections on the following: 1) major historical points to be developed in the unit; 2) a list of unit objectives; and 3) content outline showing how different topics in American history can be used to teach the unit's major generalizations. The objectives, content, teaching procedures, and instructional materials to be used are specifically explained in the main body of the unit, and the relationship among these is made clear. Specific questions to facilitate classroom discussion are listed. A bibliography of student and teacher materials to be used in the course is listed; however, many other materials can be used in lieu of those suggested. Related documents are SO 006 777-783. (Author/RM)

FILMED FROM BEST AVAILABLE COPY

ED 086595

Grade: Ten
Unit IV: The Civil War and Reconstruction

U S DEPARTMENT OF HEALTH
E DUCATION & WELFARE
NATIONAL INSTITUTE OF
E DUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
E DUCATION POSITION OR POLICY

Sp 006 781

RESOURCE UNIT

Public Domain Edition

These materials were developed by the Project Social
Studies Center of the University of Minnesota under
a special grant from the U.S. Office of Education.
(Project No. HS-045)

1968

INTRODUCTION TO PUBLIC DOMAINE EDITION

This unit is a modification of a resource unit which appears in the appendix of Dorothy Fraser and Edith West, *Social Studies in Secondary Schools* (New York: Ronald Press, 1961). The resource unit in that book was written by Genevieve Zito Berkhofer, who was the staff member primarily responsible for preparing the Center's tenth grade course in collaboration with the staff's historian, Robert Berkhofer, Jr. Since the resource unit in the book by Fraser and West fit into the pattern of the new course, it seemed most logical to merely modify it to bring it up to date in terms of interpretations and materials and new objectives for the unit, and to put it into the unit format being used by the Center for all of its resource units. Consequently, the public domaine issue cannot show the complete unit. Rather, it shows additions to and modifications of the original unit in the book by Fraser and West. A few sentences in the original outline are included in quotations in order to help those who see this public domaine edition understand the way in which the unit is organized. Teaching procedures which are the same as those used in the original unit are identified by number. New procedures and modifications of old ones are presented in the column on teaching procedures. The statement of generalizations has been modified somewhat from

the original unit, and new objectives in the form of generalizations, skills, and attitudes have been added. These objectives have required many of the modifications and additions which appear in the outline of content and the procedures.

If students have not come through the Center's sixth grade course in American History, it might be wise to add something on the African background of those brought to this country as slaves. The teacher might examine the beginning of the sixth grade unit on the Civil War and Reconstruction for types of materials and procedures which might be used.

THE CIVIL WAR AND RECONSTRUCTION

Robert F. Berkhofer, Jr.

The existence of slavery during the democratic age reminds one vividly that ideology more than social structure had changed. Yet reformers did attack this institution successfully in the next quarter of a century. In that sense, the usual unit on the Civil War and Reconstruction can only be considered conceptually as an extension of the preceding unit, but its splendid pedagogical possibilities demands a separate unit in terms of allotted teaching time.

According to both the line of thought developed in this curriculum and recent interpretations by historians, the causes of the Civil War are reform zeal and Manifest Destiny. The reformers did attack slavery in their attempts to perfect American society, but most Americans preferred to leave slavery in existence where it was. However, in the consideration of the type of society to be established in the newly opened territories to the west, many Americans disapproved of one based upon black bondage. So the larger attitude of a good portion of American society, of which the abolitionists were but a small part, combined with the American mission to bring the disruption of the Union and the fratricidal war. In actuality, Americans agreed about most things, including the inferiority of the

Negro, but the relatively slight disover slavery extension became the focus of conflict between two apparent subcultures. An analysis of the many interpretations of the causation of the War allows the development of critical thinking skills in the sixth grade. The prelude to the War also permits the work on slavery and personalization of the sixth grade, but this unit is not a continuation of the earlier one, for this unit considerably broadened its approach with the whole shift in this grade.

Classically, the Civil War is taught in military terms, but from the point of view it is better used as a case study of a political system at a crucial time. (Before the War was taught from a military point of view in the sixth grade.) Surely at no time in American history since the adoption of the Constitution has federalism been put to such a test. After many years of the party system broke down as an apparent compromise in our political system. The 1840's and 1850's demonstrate the power of political leadership in resolving the crisis. Finally, the whole problem of the survival of the federal government over the secession came the rallying cry of Lincoln at the commencement. Even the Southern Confederacy was faced with the problem of relations

THE CIVIL WAR AND RECONSTRUCTION

Robert F. Berkhofer, Jr.

slavery during the democratic era vividly that ideology more mature had changed. Yet re-look this institution success- quarter of a century. In usual unit on the Civil War can only be considered an extension of the preceding splendid pedagogical position a separate unit in terms of time.

the line of thought development and recent interpretations, the causes of the reform zeal and Manifest Destiny did attack slavery in perfect American society, was preferred to leave slavery where it was. However, in the type of society to the newly opened territories many Americans disapproved black bondage. So the of a good portion of American, which the abolitionists part, combined with the to bring the disruption the fratricidal war. In mans agreed about most the inferiority of the

Negro, but the relatively slight disagreement over slavery extension became the focus of conflict between two apparent subcultures. An analysis of the many interpretations of the causation of the War allows the development of critical thinking skills in many ways. The prelude to the War also permits a review of the work on slavery and personality from the sixth grade, but this unit is not a duplication of the earlier one, for this one has considerably broadened its approach in line with the whole shift in this grade.

Classically, the Civil War is taught in military terms, but from the point of analysis, it is better used as a case study of the political system at a crucial time. (Besides, the War was taught from a military point of view in the sixth grade.) Surely at no other time in American history since the adoption of the Constitution has federalism been put to such a test. After many years of success, the party system broke down as an apparatus for compromise in our political system. The 1840's and 1850's demonstrate the possibilities of political leadership in resolving crises. Finally, the whole problem of the supremacy of the federal government over the states became the rallying cry of Lincoln at the War's commencement. Even the Southern Confederacy was faced with the problem of relating state

and central government while fighting a war for its very preservation. In addition, the expansion of the executive power during the War to the point of dangerous infringement upon the rights of individuals gives the teacher a chance to review the concept of rights under the Constitution as well as to study the role of the executive and the government during wartime conditions.

Most present day Americans think of the Reconstruction period as a three act drama which in actuality incorporates a racist view of Negro inferiority. In this little drama, good Lincoln had a good plan for restoring the South, which allowed the rebels to return to the Union easily and to take care of the Negro problem in their own way. Good Lincoln was killed; bad Johnson succeeded him. Soon bad Johnson became good Johnson by adopting a reconstruction plan similar to good Lincoln's. But Black (note color and moral tone) Republicans thwarted good Johnson's plan by a conspiracy that forced Black (note moral tone again) Reconstruction upon the South with bayonet. During Black Reconstruction, bad carpet-baggers from the evil North and their no-good Southern allies, the scalawags, let Negroes vote. The results were circus-like legislatures (What do you expect, according to this view, letting Negroes act like white legislators except funny antics, etc.?) that spent millions of dollars in corruption. This ridiculous (and bad) situation only ended away when good Southern whites again

took things into their hands (often guns under white sheets). These he called Redeemers (again note term), South lived happily ever after (or until 1954). The unfortunate aspect of this little drama is not its fact of history so much as its anti-Negro. As long as this version is the one in minds, the South won the Civil War moral point of view.

A truer-to-history version of Reconstruction would have to include several facts and Johnson's plans were opposed not only by a few Radicals (note term even here) but by many other Congressmen and the Americans who elected them. How else can one explain their continued dominance? Further, the cost of the expenditures by Southern legislators ended in corruption. By far the greatest part went for railroad bonds (urged by Southern whites who frequently defaulted) and the fifty to seventy-five per cent of the bonds retained for floating in banking houses poorly or never supported before the War. For example, it was the support of Reconstruction legislature of South Carolina that founded the first free public school system for whites as well as black in the state's history. If there was corruption in the vastated North as the Tweed and Gould demonstrated at this time. Statistics also shows that Negroes play a part in Reconstruction governments

ernment while fighting a war
 reservation. In addition, the
 executive power during the
 of dangerous infringement
 of individuals gives the
 to review the concept of
 a Constitution as well as to
 of the executive and the gov-
 wartime conditions.

y Americans think of the Re-
 riod as a three act drama
 lity incorporates a racist
 nferiority. In this little
 coln had a good plan for re-
 th, which allowed the rebels
 e Union easily and to take
 ro problem in their own way.
 s killed; bad Johnson suc-
 on bad Johnson became good
 ting a reconstruction plan
 Lincoln's. But Black (note
 tone) Republicans thwarted
 plan by a conspiracy that
 ote moral tone again) Re-
 on the South with bayonet.
 onstruction, bad carpet-
 e evil North and their no-
 llies, the scalawags, let
 The results were circus-like
 hat do you expect, according
 etting Negroes act like
 ors except funny antics, etc.?)
 ions of dollars in corruption.
 (and bad) situation only
 en Southern whites again

took things into their hands (often holding
 guns under white sheets). These heroes are
 called Redeemers (again note term), and the
 South lived happily ever after (or at least
 until 1954). The unfortunate aspect of teach-
 ing this little drama is not its false version
 of history so much as its anti-Negro prejudice.
 As long as this version is the one in American
 minds, the South won the Civil War from the
 moral point of view.

A truer-to-history version of Reconstruction
 would have to include several facts. Lincoln's
 and Johnson's plans were opposed not only by
 a few Radicals (note term even here) but by
 many other Congressmen and the American voters
 who elected them. How else can one explain
 their continued dominance? Furthermore, little
 of the expenditures by Southern legislatures
 ended in corruption. By far the greatest
 part went for railroad bonds (urged by South-
 ern whites who frequently defaulted upon them);
 the fifty to seventy-five per cent Northern
 banking houses retained for floating Southern
 bonds; and legitimate social expenditures
 poorly or never supported before the Civil
 War. For example, it was the supposedly bad
 Reconstruction legislature of South Carolina
 that founded the first free public education
 system for whites as well as blacks in that
 state's history. If there was corruption,
 remember buoodle was far better in the unde-
 vastated North as the Tweed and Gashouse Rings
 demonstrated at this time. Statistical evi-
 dence also shows that Negroes played little
 part in Reconstruction governments when meas-

ured by the number of public offices they held. Lastly, Southern Redeemers were equally corrupt despite their Confederate hero front, and the retrenchment of state expenditures meant the decline or loss of many social expenditures such as public education and welfare for the needy--to the harm of poor white and black alike.

nineteenth century.

The North had not entered the War to free the slave, and yet emancipation was assumed to solve the Negroes' problems, under the individualistic assumptions of that day. In fact, freedom helped the Negro little economically or politically. As was pointed out in the sixth grade, the Negro was doomed to failure in meeting white middle class norms, and this failure caused the North to acquiesce in the Southern solution to the Negro problem. The Southern solution and Northern acquiescence produced the background of current civil rights struggle.

While their plantations had been devastated, the owners still possessed the land. Soon the Negro was in economic bondage as a sharecropper to the former masters. In turn, the poor plantation owner was in debt to the country merchants, who assumed a new importance in Southern society as a result. Cotton was fastened upon the South because of the demands for a cash crop by the economic system. After a futile attempt by whites and blacks to better their economic position through populism, disenfranchisement of the Negro and Jim Crow laws came late in the

OBJECTIVES

This unit should make progress in helping students learn the following:

GENERALIZATIONS

1. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.
 - a. A person's frame of reference affects his perceptions and interpretations.
2. Some groups within a society may not share many of the values and norms of the wider society and may have developed a number of values and norms of their own.
 - a. Some sub-cultures may actually reject some of the values and norms of the wider society and try to overturn them: such a subculture might be termed a contra-culture.
3. In political conflict there is a struggle over scarce values or goals, economic or non-economic; both sides attempt to use the authority of the political system to achieve their goals.
4. Political compromise consists of bringing various conflicting political interests or positions into a commonly acceptable intermediate position.
 - a. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental economic, and political issues.
 - b. Compromise is easier where there is an ideological perception of the issues that is where the issues are recognized and not seem as related to other issues.
 - c. Compromise is more likely to occur where there is a relative equality of power.
5. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other social movements.
 - a. Severe treatment of defeated groups tends to arouse bitter and lasting feelings.
6. There are no easy solutions to social problems.
7. Human beings are members of the same species; they are far more alike biologically than they are different.

OBJECTIVES

and make progress in helping students learn the following:

- sible to understand the meaning of writing without understanding the author's frame of reference and vocabulary.
- the author's frame of reference affects perceptions and interpretations within a society may not be the same as the values and norms of the society and may have developed a different set of values and norms of behavior.
- subcultures may actually represent a different set of the values and norms of the society and try to overturn the existing culture. Such a subculture might be called a contra-culture.
- In all social conflict there is a struggle for power over values or goals, economic and political; both sides attempt to overthrow the authority of the political system to achieve their goals.
- Compromise consists of bringing conflicting political interests into a commonly acceptable intermediate position.
- a. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social, economic, and political institutions.
 - b. Compromise is easier where there is not an ideological perception of the issues, that is where the issues are not moralized and not seem as related to other issues.
 - c. Compromise is more likely to occur where there is a relative equality of power.
5. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.
 - a. Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.
 6. There are no easy solutions to social problems.
 7. Human beings are members of the same species; they are far more alike physically than they are different.

- a. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and deemphasize the similarities among humans.
8. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.
9. Groups may engage in power conflict; one group may try to dominate another in order to take something from it, such as labor or wealth.
10. People try to work out rationalizations for their behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.
11. Most human behavior is learned behavior.
- a. Social sanctions, both formal and informal, are used in the process of socialization and later to maintain social control.
- b. Through the process of socialization, each individual acquires a self.
- c. Some members of minority groups have learned (been socialized) to accept the majority group's perceptions of their own minority group.
- d. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior and sharp changes in his life result in resocialization.
- e. Discrimination against a minority group tends to isolate members of the group and promotes retention of cultural values and norms.
- f. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and a desire to exercise them.
12. Frustration or self-doubts may lead to apathy.
13. An individual brought up in one culture and then thrust into another face problems of adjustment to the new culture; the resulting culture conflict is mental conflict, and tension.
14. Whenever things valued by a society are scarce, there will be differential access to and control of these scarce things by sub-groups within society.
- a. Societies differ in the relative

n of human beings into
done on a physical basis;
ration tends to emphasize
ferences and deemphasize the
ies among humans.

f discrimination and pre-
st a specific group is the
rticular group interactions

ngage in power conflict;
y try to dominate another
take something from it,
r or wealth.

o work out rationalizations
havior which is inconsis-
eir basic values; racism
ely recent development which
s a rationalization for
on against other races.

ehavior is learned behavior.

actions, both formal and
are used in the process of
tion and later to maintain
ontrol.

he process of socialization,
vidual acquires a self.

ers of minority groups
ned (been socialized)
the majority group's

perceptions of their own minority
group.

d. The process of socialization is a contin-
ing process; the individual acquires
new values and patterns of behavior,
and sharp changes in his life may re-
sult in resocialization.

e. Discrimination against a minority
group tends to isolate members of the
group and promotes retention of their
cultural values and norms.

f. Freedom is culturally determined;
the individual has to be taught what
the options are, how one goes about
exercising them, why he should exercise
them, and a desire to exercise them.

12. Frustration or self-doubts may lead to
apathy.

13. An individual brought up in one culture
and then thrust into another faces serious
problems of adjustment to the new culture;
the resulting cultural conflict involves
mental conflict and tension.

14. Whenever things valued by a society are
scarce, there will be differentiated
access to and control of these valued and
scarce things by sub-groups within the
society.

a. Societies differ in the relative

- number of ascribed and achieved statuses they provide and the relative emphasis upon each.
- b. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.
 - c. The more industrialized and urbanized the society, the greater the mobility between classes.
15. A belief in democracy includes respect for the individual, freedom, equality, justice, rule by law, and constitutionalism.
 16. Freedom's relationship to democracy is a close and obvious one; the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.
 17. Democracy is a complicated consent and consensus system in which consent may move from government to citizen as well as from citizen to government.
 18. Political organizations act in the political system to organize and mobilize political power of individuals and aggregates behind candidates for office and policy alternatives.
- a. The number of political parties in a system will depend on the nature of the cohesions and confusions in society as well as on the social structure and on the electoral system.
 - b. The electoral and ideological functions of a political party are in competition with each other; the party that builds majority support in a plural society has to make compromises as to the conflicting interests, and ideologies of the society.
 - c. Political parties attempt to bridge differences among sections of the country.
 - d. Groups have latent (hidden) functions as well as (expressed) functions.
19. Individuals know the political system as a set of images and symbols created for them by communication; they react to these images rather than to the real world and real people.
 20. Federalism pays greater homage to unitary systems than to local decentralization and autonomy, but it also pays a price in inconsistency, divergence, and competition.

ascribed and achieved
they provide and the rela-
basis upon each.

o benefit most from the
cation system are most likely
t it and most likely to
hange.

industrialized and urbanized
ety, the greater the mobility
classes.

democracy includes re-
he individual, freedom,
ustice, rule by law, and
nalism.

relationship to democracy
and obvious one; the com-
goals, and the ability
hich democracy presupposes
on a high degree of personal

is a complicated consent
us system in which consent
om government to citizen
from citizen to government.

organizations act in the
system to organize and
olitical power of individuals
ates behind candidates for
policy alternatives.

- a. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society as well as on the government structure and on the electoral system.
 - b. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority support, the party in a plural society has to make compromises as to the conflicting attitudes, interests, and ideologies in the society.
 - c. Political parties attempt to compromise differences among sections of the country.
 - d. Groups have latent (hidden or unexpressed) functions as well as manifest (expressed) functions.
19. Individuals know the political and social system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
 20. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

21. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.
22. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made; they thus influence those decisions.
23. The representative faces conflicting demands to represent the district which elected him, the party on whose ticket he ran, the entire political system to which he takes his oath of office, and his own attitudes.
24. Executive decisions are limited by many factors including permissibility.
25. Constitutions change by formal amendment and by changes in custom and tradition (including judicial interpretation).
26. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.
 - a. Periods of crisis sharply test political leadership and a constitutional form of government.
27. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
 - a. The significance of location upon cultural developments in and outside of a country.
 - b. Improved transportation factors make possible wider and better access for goods as well as greater access to resources.
28. Some things can be produced better in one place than in another because of climate, resources, transportation, access to resources, access to people's skills, etc.
29. Regardless of the kind of economic societies usually go through the same stages of economic growth though some stages may not be separated from each other.
 - a. The transitional stage prior to industrialization sees the factors which upset traditional attitudes and practices, give rise to new attitudes toward technology, change and businessmen, create new markets, lead to more accurate savings, lead to increased investment in agriculture and mining, improved transportation systems give rise to the establishment of banks and other financial institutions. Most, though not all of the factors are needed to bring about industrialization.

is, in part, a product of socialized values, the perceptions and the experiences of those making the decision.

Conditions of government consciousness or the structure of the authoritative decisions and the political process are made; these influence those decisions.

A representative faces conflicting interests which represent the district which he represents, the party on whose ticket he runs, the entire political system in which he takes his oath of office, and his own attitudes.

Decisions are limited by factors including permissibility.

Customs change by formal amendment or changes in custom and tradition (judicial interpretation).

The leadership of any group must try to maintain group cohesion and harmony and so organize its strategies around intellectual leadership.

A crisis sharply tests the leadership and a constitutional form of government.

The physical environment influences cultural values, perceptions, and technology.

- a. The significance of location depends upon cultural developments both within and outside of a country.
- b. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

28. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

29. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though some stages may not be clearly separated from each other.

- a. The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions. Most, though not all of these factors, are needed to bring about rapid industrialization.

- b. During the period of rapid industrialization (or what has been called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.
30. At any specific time, the total economic output is affected in part by the quantity and quality of capital goods and by the levels of technology.
31. Differences in population, resources, and industrial capacity are reflected in differences in national (or regional) power.
32. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.
33. War seems to be the result of multiple, interrelated causes.
34. War has serious physical and psychological effects upon people in wartorn areas.
35. Although culture is always changing, certain parts or elements may persist over long periods of time.
- a. Changes in one aspect of a culture will have effects on other aspects;

changes will ramify, are technological, in organization, in ideology else is a part of the

- b. The more a social change or appears to threaten values of the society, the more resistance to change.
- c. Even when a major reorganization of society takes place, the culture is completely maintained.

SKILLS

1. Attacks problems in a research paper
- a. Sets up hypotheses.
- b. Identifies sub-questions to guide investigations.
2. Locates information effectively
- a. Uses historical atlases.
- b. Uses Historical Statistics.
3. Gathers information effectively
- a. Adjusts rate of reading according to the nature of the material being read and to purpose.
- 1) Reads rapidly for general information.
- b. Takes effective notes.

g the period of rapid industrialization (or what has been called takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.

At a specific time, the total economic system is affected in part by the quantity and quality of capital goods and the levels of technology.

Changes in population, resources, industrial capacity are reflected in differences in national (or regional)

policy considerations are influenced by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will solve domestic problems at home.

Changes are to be the result of multiple, related causes.

Changes in serious physical and psychological affects upon people in certain areas.

Changes in culture is always changing, parts or elements may persist for long periods of time.

Changes in one aspect of a culture may have effects on other aspects;

changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

- b. The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to change.
- c. Even when a major reorganization of society takes place, not all of a culture is completely modified.

SKILLS

1. Attacks problems in a rational manner.

- a. Sets up hypotheses.
- b. Identifies sub-questions to use to guide investigations.

2. Locates information efficiently.

- a. Uses historical atlases.
- b. Uses Historical Statistics of the U.S.

3. Gathers information effectively.

- a. Adjusts rate of reading to the material being read and to purpose in reading.
 - 1) Reads rapidly for main ideas.
- b. Takes effective notes on reading.

- c. Interprets cartoons.
- d. Interprets tables and graphs.
 - 1) Draws inferences from graphs.
- c. Prepares graphs to organize and clarify data.
- 4. Uses effective geographic skills.
 - a. Draws inferences from a comparison of different map patterns of the same area.
- 5. Evaluates information and sources of information.
 - a. Checks on the bias and competency of sources of information.
 - b. Looks for points of agreement and disagreement among sources of information.
 - c. Checks on the completeness of data.
- 6. Organizes and analyzes information and draws conclusions.
 - a. Distinguishes between observer's construct and participants' views.
 - 1) When studying historical data, attempts to determine both the actors' interpretations of a

situation and their b
also the anticipated
cipated consequences
tions and the "real"
the actors.

b. Tries to assess how many
any society share how ma
values how similarly.

c. Tests hypotheses against

d. Generalizes from data.

7. Presents information to oth
effective manner.

a. Presents effective oral

b. Presents effective sympo
discussions, and debates

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DAT
TO READ FURTHER IN SOCIAL S
HISTORICAL MATERIALS.

2. IS COMMITTED TO THE FREE EX
SOCIAL ATTITUDES AND DATA.
ACTIVELY FOR DIFFERENT POIN
AND INTERPRETATIONS.

3. VALUES OBJECTIVITY AND DESI
HIS VALUES FROM AFFECTING H
PRETATION OF EVIDENCE, ALTH
NIZING THE IMPORTANT ROLE O

cartoons.

tables and graphs.

inferences from graphs.

graphs to organize and
data.

geographic skills.

ferences from a compar-
fferent map patterns
e area,

ormation and sources of

the bias and competency
of information.

points of agreement and
ent among sources of in-

the completeness of

analyzes information and
sions.

ishes between observer's
and participants' views.

tu. historical data,
s ERIC determine both the
mterpretations of a

situation and their behavior and
also the anticipated and unanti-
cipated consequences of such ac-
tions and the "real" situation of
the actors.

- b. Tries to assess how many members of
any society share how many norms and
values how similarly.
 - c. Tests hypotheses against data.
 - d. Generalizes from data.
7. Presents information to others in an
effective manner.
- a. Presents effective oral reports.
 - b. Presents effective symposia, panel
discussions, and debates.

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DATA AND DESIRES
TO READ FURTHER IN SOCIAL SCIENCE AND
HISTORICAL MATERIALS.
2. IS COMMITTED TO THE FREE EXAMINATION OF
SOCIAL ATTITUDES AND DATA. SEARCHES
ACTIVELY FOR DIFFERENT POINTS OF VIEW
AND INTERPRETATIONS.
3. VALUES OBJECTIVITY AND DESIRES TO KEEP
HIS VALUES FROM AFFECTING HIS INTER-
PRETATION OF EVIDENCE, ALTHOUGH RECOG-
NIZING THE IMPORTANT ROLE OF VAL' IS IN

THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

4. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.
5. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.
6. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.
7. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.
8. VALUES HUMAN DIGNITY.
9. EVALUATES PROPOSALS AND EVENTS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.
10. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.
11. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

OBJECTIVES

- A. IS CURIOUS ABOUT SOCIAL DATA AND DESIRES TO READ FURTHER IN SOCIAL SCIENCE AND HISTORICAL MATERIALS.

OUTLINE OF CONTENT

1. "The Civil War and its aftermath resulted in repercussions which are still felt today."

Note: There follow three parts dealing with repercussions on civil rights problems, political parties, and economic problems.

- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.
- S. Checks on the bias and competency of sources of information.
- S. Checks on the completeness of data.
- S. Looks for points of agreement and disagreement among sources of information.
- G. A person's frame of reference affects his perceptions and interpretations.
- G. It is impossible to understand the

TEACHING PROCEDURES

MATERIALS

Initiatory Activities

1-4. Same as 1-4 in resource unit in Fraser and West, Soc. Studies in Secondary Schools, p. 437.

5. Same as 5 in resource unit in Fraser and West, pp. 437-438.

Rozwenc, ed., Slavery As A Cause of the Civil War.

Leopold and Link, eds., Problems in Am. Hist., Problem 9

meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

- S. Checks on the bias and competency of sources of information.
- A. IS CURIOUS ABOUT SOCIAL DATA AND DESIRES TO READ FURTHER IN SOCIAL SCIENCE AND HISTORICAL MATERIALS.
- S. Adjusts rate of reading to the material being read and to purpose in reading.
- S. Identifies sub-questions to use to guide investigations.
- S. Takes effective notes on reading.
- S. Adjusts rate of reading to the material being read and to purpose in reading.
- S. Reads rapidly for main ideas.
- S. Looks for points of agreement and disagreement among sources of information.

6. Same as 6 in resource unit in Fraser and West, p. 438.

7. Same as 7 in resource unit in Fraser and West, p. 438, with addition of following: Discuss the reading rate which is appropriate for novels.

See bibliography.

8. Same as 8 in resource unit in Fraser and West, p. 438.

See bibliography.

9. Same as 9 in resource unit in Fraser and West, p. 433 except no list of particular texts. However, suggests the Bedford reference for comparison with texts.

Textbooks of varied reading levels.
Bedford, The Union Divided: Politics and Slavery, 1850-1861.

- S. Presents effective oral reports.
- S. Presents effective symposia, panel discussions, and debates.
- S. Uses historical atlases.
- S. Uses Historical Statistics of the U.S.

- G. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though some stages may not be clearly separated from each other.
- G. The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other

11. "There was no single cause of the resulted from..." the total combi economic, and social stresses. T must be examined in terms of pants' perceptions of them as well day analysts' conceptions of the forces which made for the partici ceptions.

A. "The United States had not act unity by 1860...." As the tra network increasingly promoted market, it fostered regional s according to the principle of advantage.

- 1. Significant changes had tak Northeast section.
 - a. Industrialism was a dyna it made for economic gro ification; it fostered s and population growth.

ive oral reports.

ive symposia, panel
d debates.

atlases.

Statistics of the

11. "There was no single cause of the Civil War; it resulted from..." the total combination of political, economic, and social stresses. These stresses must be examined in terms of the participants' perceptions of them as well as the modern day analysts' conceptions of the underlying forces which made for the participants' perceptions.

he kind of economic
es usually go through
e stages of economic
ough some stages may
separated from each

A. "The United States had not achieved national unity by 1860...." As the transportation network increasingly promoted a national market, it fostered regional specialization, according to the principle of comparative advantage.

al stage prior to rapid
on sees the growth of
upset traditional be-
tices, give rise to
attitudes toward
change and businessmen,
markets, lead to more
f savings, lead to in-
tivity in agriculture
ad to improved trans-
ems and give rise to
en banks and other

1. Significant changes had taken place in the Northeast section.

a. Industrialism was a dynamic factor; it made for economic growth and diversification; it fostered social mobility and population growth.

Developmental Activities

10. First part of activity is same as #10 in Fraser and West, p. 438, except that it adds suggested discussion of ways of presenting effective synposia.

A second part reads as follows: Review appropriate reference books to use for locating information about some of the projects. For example, Ask: Where can you find statistics about production of different crops in different years or about population data from different years? Where can you find maps showing voting changes from one election to another, etc? Make sure that pupils understand the possible uses of historical atlases and Historical Statistics for different kinds of topics.

11. Review Rostow's theory of economic development in the U.S., particularly discussing the significance of the years 1845-1860 in his theory. Have the students discuss the relationship between his theory and the actual economic events of the era which they found in the reading (activity #9).

financial institutions. Most, though not all of these factors, are needed to bring about rapid industrialization.

- G. During the period of rapid industrialization (or what has been called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.
- S. Looks for points of agreement and disagreement among sources of information.
- G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.
- S. Draws inferences from a comparison of different map patterns of the same area.
- S. Uses historical atlases.
- S. Uses Historical Statistics of the United States.
- S. Generalizes from data.

12. Have all or some of the students read Parker's pamphlet to see if he agrees with Rostow. Discuss the principle of comparative advantage as explained in the Parker pamphlet in relation to regional specialization. Parker, Commerce, Cotton, and Westward Expansion, 1820-1860.
13. Same as activity 13 in Fraser and West, p. 439. Lord and Lord, Historical Atlas of the U.S.
14. Same as 14 in Fraser and West, p. 439. Lord and Lord, Historical Atlas of the U.S.; Historical Statistics.
15. Same as 15 in Fraser and West, p. 439, with the following Tryon, ed., A Mirror for

- S. Distinguishes between observer's construct and participants' views.
- G. Differences in population, resources, and industrial capacity are reflected in differences in national (or regional) power.
- S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.
- b. The reform impulse of the 1830's and 1840's created a new democratic ideology even when its goals failed.
2. The Southern economy, which expanded dramatically in space and in economic output, seemed to "freeze" the Southern ideology.
- a. Ideology in the South seemed "to freeze" rather than change under the impact of the reform impulse of the 1830's and 1840's, especially as the impulse concentrated into the anti-slavery cause.
- b. The economy and society were "dominated" by the plantation system."
- 1) "The South was chiefly an export area for staples and an import area for manufactured goods."
- 2) Although the majority of South Carolinians were not large planters, the planter aristocracy controlled the social and political life as well as the economic life of the South.
- S. Checks on the bias and competency of sources of information.
- S. Looks for points of agreement and disagreement among sources of information.
- S. Checks on the completeness of data.
- S. Distinguishes between primary and secondary accounts.

between observer's
participants' views.

population, resources,
capacity are reflected
in national (or re-

historical data, attempts
on the actors' inter-
situation and their
to the anticipated
and consequences of such
'real' situation of the

as and competency
formation.

of agreement and
ing sources of in-

mpleteness of data.

tween primary and

ts

- b. The reform impulse of the 1830's and 1840's created a new democratic ideology, even when its goals failed.
2. The Southern economy, which expanded dynamically in space and in economic output, seemed to "freeze" the Southern ideology.
 - a. Ideology in the South seemed "to freeze" rather than change under the impact of the reform impulse of the 1830's and 1840's, especially as the impulse concentrated into the anti-slavery cause.
 - b. The economy and society were "dominated by the plantation system."
 - 1) "The South was chiefly an exporting area for staples and an importing area for manufactured goods."
 - 2) Although the majority of Southerners were not large planters, the planter aristocracy controlled the social and political as well as the economic life of the South.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS

- S. Checks on the bias and competency of sources of information.
- S. Looks for points of agreement and disagreement among sources of information.
- S. Checks on the completeness of data.
- S. Distinguishes between primary and secondary accounts.
- G. Groups may engage in power conflict; one group may try to dominate another in order to take something from it, such as labor or wealth.
- G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.
- G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative number of ascribed and the relative emphasis is upon each.

c. "Four million slaves (1860) provided labor to run the small and large plantations."

- 1) The master-slave work and social relationship was well-defined in custom and in law. (Review from sixth century)
- 2) In such a well-defined master-slave relationship, the Negro slave manifested certain behavioral patterns which the Southern white assumed to be natural to the race.

INFORMATION AND SOURCES
 TION BEFORE ACCEPTING
 ND GENERALIZATIONS

the bias and competency
 of information.

points of agreement and
 ent among sources of in-

the completeness of data.

hes between primary and
 accounts.

engage in power con-
 group may try to domi-
 er in order to take
 from it, such as labor

hings valued by a society
 , there will be differen-
 ess to and control of these
 scarce things by sub-groups
 society.

differ in the relative
 ascribed and achieved
 hey provide and the
 ur- of ascribed and
 v ERIC chasis is upon each.

c. "Four million slaves (1860) provided the labor to run the small and large plantations."

- 1) The master-slave work and social relationship was well-defined in custom and in law. (Review from sixth grade.)
- 2) In such a well-defined master-slave relationship, the Negro slave manifested certain behavioral patterns which the Southern white assumed to be natural to the race.

18. Same as 18 in Fraser and West, p. 439.

"Selected Readings on the
Civil War and Reconstruction.

Jones, ed., Plantation South.

Olmsted, Slave States Before
the Civil War.

Tryon, ed., A Mirror for A-
mericans, vol. 2.

Wish, ed., Slavery in the
South.

Katz, Eyewitness.

- A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

- A. VALUES HUMAN DIGNITY.

- A. EVALUATES PROPOSALS AND EVENTS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

- G. Human beings are members of the same species; they are far more alike physically than they are different.

- G. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and deemphasize the similarities among humans.

- G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

- G. Frustration or self-doubts may lead to apathy.

- G. Social sanctions, both formal and

19. If pupils have come through the Center's seventh grade course, review the basic similarities among races at this time and the misconceptions which many people hold about race. Ask: If races are basically so similar, how can you account for the slaveowner's perceptions of them and for some of their behavior? (This question should be largely review of what pupils learned in the earlier sixth and seventh grade courses.)

If pupils have not come through the Center's seventh grade course or have not studied the topic in biology or other science courses, you may wish to take time at this point to teach pupils something about the scientific approach to race. Then raise the same question suggested at the end of the first paragraph in this act.

20. If pupils have studied slavery earlier (in the Center's sixth or seventh grade course or in an equivalent course), review what they remember about factors affecting the development of the slaves' behavior and personality. Then present the informal lecture suggested below. If pupils have not come through such a course, develop this lecture in more detail.

Give a brief, informal lecture on Elkins' theory concerning American slavery and its effects on the development of the slave personality. Explain carefully why he

Elki
For
Hugh

When you come through the Center's seventh grade course, review the similarities among races at this time and the misconceptions which you hold about race. Ask: If races are basically so similar, how do you account for the slaveowner's perceptions of them and for some of the differences? (This question should be largely review of what pupils learned in the earlier sixth and seventh grade courses.)

If you have not come through the Center's seventh grade course or have not covered the topic in biology or other science courses, you may wish to use this point to teach pupils something about the scientific approach and to raise the same question suggested at the end of the first paragraph in this activity.

If you have studied slavery earlier (in the Center's sixth or seventh grade or in an equivalent course), review what they remember about factors affecting the development of the slaves' behavior and attitudes. Then present the informal lecture suggested below. If you have not come through such a course, develop this lecture in

the form of an informal lecture on Elkins' theory concerning American slavery and its effects on the development of the slave personality. Explain fully why he

Elkins, Slavery.
For pictures, see
Hughes and

informal, are used in the process of socialization and later to maintain social control.

- G. Through the process of socialization, each individual acquires a self.
- G. Some members of minority groups have learned (been socialized) to accept the majority group's perceptions of their own minority group.
- G. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior, and sharp change in his life may result in resocialization.
- G. Most human behavior is learned behavior.
- S. Tests hypotheses against data.
- S. Checks on the bias and competency of sources of information.
- S. Generalizes from data.
- S. Draws inferences from a comparison of different map patterns of the same area.

uses the Nazi concentration camp as an analogy and discuss the capture, forced march to the sea, middle passage, etc. to make certain students understand what he means by the shock impact of slave treatment. Perhaps show pictures to illustrate the treatment of slaves. Also discuss the traits demanded by the whites in the master-slave relationship.

Meltzer, A Pictorial
of the Negro in Am

21. Have the students re-read the accounts in activity 18 to see if Elkins' theory explains the slave behavior and the master-slave attitudes found in the materials.

22. Have a good student read sections of Weisberger's Abolitionism. He should tell the class about the biases and context of the material. He should also compare abolitionism with the current civil rights movements as to gradualism, direct action, moral cause, etc.

Weisberger, ed., A
Disrupter of the D
System or Agent of

23. Same as 22 in Fraser and West, p. 439, with the following addition:

Lord and Lord, Hi
Atlas of the U.S.

concentration camp as an analogy and disfigure, forced march to the sea, middle passage to make certain students understand what the shock impact of slave treatment. Perhaps to illustrate the treatment of slaves. the traits demanded by the whites in the relationship.

Meltzer, A Pictorial History of the Negro in America.

students re-read the accounts in activity 18. Franks' theory explains the slave behavior and the slave attitudes found in the materials.

student read sections of Weisberger's Abolitionism. He should tell the class about the biases and the material. He should also compare abolitionism to the current civil rights movements as to direct action, moral cause, etc.

Weisberger, ed., Abolitionism: Disrupter of the Democratic System or Agent of Progress?

Fraser and West, p. 439, with the following:

Lord and Lord, Historical Atlas of the U.S.

S. Prepares graphs to organize and classify data.

S. Draws inferences from graphs.

S. Generalizes from data.

S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

S. Prepares graphs to organize and classify data.

3. "Frontier settlement was a dominant concern in this era."

Have the class examine this overlay and draw inferences from a comparison of the different map patterns.

24. Same as 23 in Fraser and West, p. 440.

Historical Statistics.

25. Same as 24 in Fraser and West, p. 440, with the following addition:

Read aloud or ditto off and have pupils read several contrasting papers. Then discuss them in class.

Or have several pupils role-play a discussion between several southern senators and several northern senators, in which one southern senator makes this declaration, and they all argue about whether or not it is true.

Be sure to discuss, whether you use the essays or the role-playing, the following question: In 20th century America, how would we evaluate this statement? What did the Southerners overlook when they came to this conclusion? Why is it important to find out their perceptions as well as the real situation as we can see it from hindsight? (Try to develop this discussion so as to help students understand the importance of identifying both the participants' perceptions and the "real" situation from a study of many kinds of data when trying to understand an historical period.)

26. Same as 25 in Fraser and West, p. 440, with the following addition:

Historical Statistics.

- S. Draws inferences from graphs.
- G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.
- G. The significance of location depends upon cultural developments both within and outside of a country.
- G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.
- S. Generalizes from data.
- G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
- S. Checks on the bias and competency of sources of information.
- G. Some groups within a society may not share many of the values and norms of the wider society and may have developed a number of values and norms of their own.
- a. Note: The outline includes a section on the extension of the plantation system to small farmers, the effects of improved transportation upon settlement areas, and the growing clash between large planters (who wanted slaves in new areas) and the small farmers (who did not want it there).
- b. Reconstitution of the traditional social and political structure afforded settlers a greater opportunity to fill higher social and political positions than they had held in other sections of the nation.
- c. The new democratic ideology of the 1820's and 1840's was evident in the new frontier area, but the southwest seemed to experience the "ideological freeze."

nces from graphs.

can be produced better than in another be-
mate, resources, trans-
utes, access to resour-
to markets, people's

ance of location de-
ultural developments
and outside of a

nsportation facilities
e wider and bigger mar-
ds as well as greater
tly access to resources.

from data.

physical environment in
cultural values, per-
d level of technology.

e bias and competency
f information.

within a society may
ny of the values and
wider society and may
ed a number of values
their own.

a. Note: The outline includes a section on the extension of the plantation system and small farmers, the effects of improved transportation upon settlement of the new areas, and the growing clash between large planters (who wanted slavery in the new areas) and the small farmers (who did not want it there).

- b. Reconstitution of the traditional American social and political structure in the West afforded settlers a greater opportunity to fill higher social and political positions than they had held in the older sections of the nation.
- c. The new democratic ideology of the 1830's and 1840's was evident in the northwestern frontier area, but the southwestern frontier seemed to experience the Southern ideological "freeze."

Be sure to analyze the role of transportation in spurring settlement of the West and making possible national markets for agriculture products produced in the newly-settled areas.

27. Same as 26 in Fraser and West, p. 440.

Tryon ed., A Mirror for Americans, vol. 3.

- G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
- S. Draws inferences from a comparison of different map patterns of the same area.
- S. Sets up hypotheses.
- S. Tests hypotheses against data.
- G. In political conflict there is a struggle over scarce values or goals, economic or non-economic; both sides attempt to use the authority of the political system to achieve their goals.
- G. Political compromise consists of bringing various conflicting political interests or positions into a commonly acceptable intermediate position.
- G. Political parties attempt to compromise differences among sections of the country.
- B. "The struggle between the North and the for control of the /West and/ the centr government developed from 1820-1860."
1. Note: This section deals with the ba which was maintained until 1850 thro Missouri Compromise and the Compromi 1850, and the role of political part these compromises.

ical environment
 cultural values,
 level of techno-

from a comparison
patterns of the

s.

against data.

lict there is a
 arce values or
 r non-economic;
 t to use the
 political system
 goals.

ise consists of
 conflicting poli-
 r positions into
 able intermediate

B. "The struggle between the North and the South
 for control of the /West and/ the central
 government developed from 1820-1860."

1. Note: This section deals with the balance
 which was maintained until 1850 through the
 Missouri Compromise and the Compromise of
 1850, and the role of political parties in
 these compromises.

attempt to compromise
 sections of the

28. Same as 27 in Fraser and West, p. 440.

Lord and Lord, Historic Atlas of the U.S.

29. Have a group of students role-play a discussion between Northern and Southern senators over the admission of Missouri in 1820. Afterwards, discuss: How had the conflict between Southern planters as against yeomen and abolitionists become a political conflict? Why were the sides able to compromise?

Use textbooks.

30. Draw upon pupils' reading to analyze very briefly the way in which the acquisition of Oregon and its admission as a state offset the admission of Texas as a state as both sides to the political conflict attempted to hold their own in the balance of political power.

31. Same as 29 in Fraser and West, p. 440, with the addition of the following:

Kennedy, Profiles in Co

Dict. of Am. Biography.

Afterwards discuss: How did the electoral goals of the

er and West, p. 440.

Lord and Lord, Historical Atlas of the U.S.

Students role-play a discussion between northern senators over the admission of Oregon. Afterwards, discuss: How had the conflict between northern planters as against yeomen and southern planters become a political conflict? Why were the promises made?

Use textbooks.

Students reading to analyze very briefly the acquisition of Oregon and its admission as a state and the admission of Texas as a state as well as the political conflict attempted to hold the balance of political power.

er and West, p. 440, with the addition

Kennedy, Profiles in Courage.

did the electoral goals of the

Dict. of Am. Biography.

- G. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority support, the party in a plural society has to make compromises as to the conflicting attitudes, interests, and ideologies in the society.
- G. Groups have latent (hidden or unexpressed) functions as well as manifest (expressed) functions.
- G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.
- G. In political conflict there is a struggle over scarce values or goals, economic or non-economic; both sides attempt to use the authority of the political system to achieve their goals.
- S. Generalizes from data.
- S. Tries to assess how many members of any society share how many norms and values how similarly.
2. Note: This section deals with the way in which growing controversies brought an end to compromise and finally secession of the South.

political parties help bring about the compromise? Is the goal of compromise among sectional interests one of the expressed goals of political parties? (Clarify the idea of latent and manifest functions.)

32. Have students review the federal-state relationship prior to 1850. Discuss the challenges to federal authority, the divergent interpretations of the Constitution, and the implications of this conflict. Have students build a chart tracing challenges to the supreme law of the land. Include in the chart a column on the cause of discontent, one on the section of the country most involved, and one on the action taken by the federal government. Have students continue this chart during the unit.

33. Same as in 30 in Fraser and West, p. 440.

34. Same as in 31 in Fraser and West, p. 440.

Textbooks, including college texts.

Sterling, Freedom Train.

Gill, Tide Without Turning.

- G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.
- G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- G. The representative faces conflicting demands to represent the district which elected him, the party on whose ticket he ran, the entire political system to which he takes his oath of office, and his own attitudes.
- G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.
- G. Political organizations act in the political system to organize and mobilize political power of individuals and aggregates behind candidates for office and policy alternatives.

Swift, Railroad to Freedom.

Katz, Eyewitness.

Buckmaster, Let My People Go.

35. Same as in 32 in Fraser and West, p. 440.

36. Same as in 33 in Fraser and West, p. 440.

Textbooks.

Dictionary of Am. Biography.

Kelly, Lincoln and Douglas,
The Years of Decision.

37. Same as in 34 in Fraser and West, pp. 440-441.

Nichols, Bleeding Kansas.

38. Part of 35 in Fraser and West, p. 441 as it relates to the founding of the Republican Party, with the following addition:

He should include a discussion of the non-slavery aspects

- G. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority support, the party in a plural society has to make compromises as to the conflicting attitudes, interests, and ideologies in the society.
- G. Individuals know the political and social system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
- S. Distinguishes between observer's construct and participant's views.
- G. Constitutions change by formal amendment and by changes in custom and tradition (including judicial interpretation).
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their

of the party's program and explain their inclusion.

39. Part of 35 in Fraser and West, p. 441, as it relates to abolitionist propaganda.

Thomas, ed., Slavery
The Abolitionist Cr

40. Same as 36 in Fraser and West, p. 441.

Stowe, Uncle Tom's C

41. Section of 35 in Fraser and West, p. 441 (as it relates to a report on the Dred Scott decision).

College textbooks on
history.

42. Same as 37 in Fraser and West, p. 441.

43. Same as 38 in Fraser and West, p. 441.

44. Same as 39 in Fraser and West, p. 441.

Ehrlick, God's Angr

sy's program and explain their inclusion.

in Fraser and West, p. 441, as it relates
onist propaganda.

Thomas, ed., Slavery Attacked,
The Abolitionist Crusade.

in Fraser and West, p. 441.

Stowe, Uncle Tom's Cabin.

35 in Fraser and West, p. 441 (as it relates
t on the Dred Scott decision).

College textbooks on U.S.
history.

in Fraser and West, p. 441.

in Fraser and West, p. 441.

in Fraser and West, p. 441.

Ehrlick, God's Angry Man.

behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

- S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.
- G. Frustration may lead to aggression.
- G. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.
- G. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society as well as on the government structure and on the electoral system.
- S. Interprets tables and graphs.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

Compromise is easier where there is not an ideological perception

45. Have several pupils investigate and report on some of the slave revolts prior to the Civil War. They should find out what precipitated the revolts, who the leaders were, what slave groups supported these leaders, what they hoped to accomplish by the revolts, and what the consequences were, including the unanticipated consequences in terms of the effects upon the white community both in the South and in the North.

Katz, Eyewitness
in American History
103-105, 120-

Morris, ed.,
ch. 2.

46. Same as first part of 43 in Fraser and West, p. 441, as it relates to election of 1860.

Williams, A R
President.

Lorant, The P

47. Same as 44 in Fraser and West, p. 441.

48. Part of 43 in Fraser and West, p. 441, as it relates to South Carolina's Ordinance of Secession.

"Selected Rea
Civil War and

Several pupils investigate and report on some of the slave revolts prior to the Civil War. They should find out what precipitated the revolts, who the leaders were, what slave groups supported these leaders, what was hoped to accomplish by the revolts, and what the consequences were, including the unanticipated consequences in terms of the effects upon the white community both in the South and in the North.

Katz, Eyewitness: The Negro in American History, pp. 36, 103-105, 120-122.

Morris, ed., The South Today, ch. 2.

See first part of 43 in Fraser and West, p. 441, which relates to election of 1860.

Williams, A Rail Splitter for President.

Lorant, The Presidency.

See 44 in Fraser and West, p. 441.

See 43 in Fraser and West, p. 441, as it relates to South Carolina's Ordinance of Secession.

"Selected Readings on the Civil War and Reconstruction."

of the issues, that is, where the issues are not moralized and not seen as related to other issues.

G. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social, economic, and political institutions.

S. Draws inferences from a comparison of different map patterns of the same area.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

G. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social, economic, and political institutions.

G. Some groups within a society may not share many of the values and norms of the wider society and may have developed a number of values and norms of their own.

49. Same as 45 in Fraser and West, pp. 441-442.

Use various texts, including college texts.

50. Same as 46 in Fraser and West, p. 442.

Lord and Lord, Historical Atlas of the U.S.

51. Same as 47 in Fraser and West, p. 442.

Nevins, ed., Times of Trial ch. 6.

52. Say: Some people say that the South was a sub-culture in American society, just as the Negroes were a sub-culture in Southern society. Would you agree or disagree? To what extent do you think they shared norms and values with the people of the North? To what ex-

G. Some sub-cultures may actually reject some of the values and norms of the wider society and try to overturn them; such a sub-culture might be termed a contra-culture.

S. Tests hypotheses against data.

G. War seems to be the result of multiple, interrelated causes.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

S. When studying historical data, attempts to determine both the actor's interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

C. Historians have often perceived factors of the Civil War in terms of their own age.

1 - 5. Note: There follow four interpretations focussing on economic rivalry, a psychological interpretation, a state's right institutional issue, and multiple-causation interpretation.

6. Recent historians stress a Jacksonian reform zeal with American mission (or Manifest Destiny) as the chief cause of the war.

es may actually re-
e values and norms
ciety and try to
such a sub-culture
a contra-culture.

s against data.

the result of
related causes.

INGLE-FACTOR CAUSA-
IAL SCIENCES.

THE FINALITY OF
SIDERS GENERALIZA-
RIES AS TENTATIVE,
TO CHANGE IN THE
VIDENCE.

historical data, attempts
both the actor's inter-
a situation and their
lso the anticipated
ted consequences of such
e "real" situation of the

C. Historians have often perceived the causative factors of the Civil War in terms of the values of their own age.

1 - 5. Note: There follow four common interpretations focussing upon slavery, economic rivalry, a psychological interpretation, a state's rights or constitutional issue, and a broader multiple-causation interpretation.

6. Recent historians stress a combination of Jacksonian reform zeal with the idea of American mission (or Manifest Destiny) as the chief cause of the war.

NCE EVEN WHEN IT CON-
DICES AND PRECONCEPTIONS.

tent do you think they developed norms and values which differed from those in the North? Would the norms and values of all sub-cultures be in conflict with those of the larger culture? Can you think of any that might not be? (Discuss regionalism as a possible example of sub-cultures which might not be in conflict.) Why do you think some people think we should classify the South prior to the war as a contra-culture rather than as a sub-culture? (Make sure that students understand the difference in the two terms. Ask: Can you think of any examples of contra-cultures in America today?)

53. Same as 40 in Fraser and West, p. 441, with the addition of the following statement about the discussion:

in which each of the theories is tested against the data students have found and in which the class develops a generalization about the causes.

Offers alternative of 41 in Fraser and West, p. 441.

Rozwenc, ed., S
Cause of the Civ

Stamp, ed., Ca
War.

Leopold and Link
lems in Am. Hist

For teacher's use
Americans Interp
War; Beale, What
Have Said About
the Civil War.

54. Same as 42 in Fraser and West, p. 441.

nk they developed norms and values which those in the North? Would the norms and sub-cultures be in conflict with those of the North? Can you think of any that might not be in conflict.) Why do you think we should classify the South as a contra-culture rather than as a sub-culture? (Make sure that students understand the difference between the two terms. Ask: Can you think of any contra-cultures in America today?)

Fraser and West, p. 441, with the addition of the following statement about the discussion:

If the theories are tested against the evidence we have found and in which the class develops a generalization about the causes.

See page 41 in Fraser and West, p. 441.

Rozwenc, ed., Slavery As A Cause of the Civil War.

Stamp, ed., Causes of the Civil War.

Leopold and Link, eds., Problems in Am. Hist., Problem 9.

For teacher's use, see Pressly, Americans Interpret Their Civil War; Beale, What Historians Have Said About the Causes of the Civil War.

Fraser and West, p. 441.

- G. Periods of crisis sharply test political leadership and a constitutional form of government. III. "Period of crisis sharply test political leadership and a constitutional form of government."
- G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.
- G. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social, economic, and political institutions.
- G. Compromise is more likely to occur where there is a relative equality of power.
- G. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.
- G. Democracy is a complicated consent and consensus system in which consent may move from government to citizen as well as from citizen to government.
- G. Periods of crisis sharply test political leadership and a constitutional form of government.
- A. From 1850 to 1860, new parties came into existence in an attempt to provide leadership of the nation. This attempt failed to resolve the political issues of war. The federal-state relationship remained unresolved.
1. The authority of the federal government which had been occasionally challenged since 1789, was challenged repeatedly in the 1850's.
 2. Two divergent views of the correct relationship between the central government and the states developed.
- B. Note: Deals with Lincoln's efforts to serve the Union through the use of executive powers, political weapons, and diplomatic actions.

- of crisis sharply test political leadership and a constitutional form of government.
- III. "Period of crisis sharply test political leadership and a constitutional form of government."
- A. From 1850 to 1860, new parties and new leaders came into existence in an attempt to assume leadership of the nation. This new leadership failed to resolve the political crisis short of war. The federal-state relationship remained unresolved.
1. The authority of the federal government, which had been occasionally challenged since 1789, was challenged repeatedly in the 1850's.
 2. Two divergent views of the constitutional relationship between the central government and the states developed.
- B. Note: Deals with Lincoln's efforts to preserve the Union through the use of broad executive powers, political weapons, and diplomatic actions.
- se is easier where there is an ideological perception of issues, that is, where the issues are not moralized and not related to other issues.
- se is more easily achieved in political systems in which there is agreement on the fundamental social, economic, and political institutions.
- se is more likely to occur where there is a relative equality of leadership of any group must maintain group cohesion and must also organize strategies and provide intellectual leadership.
- cy is a complicated consent system in which consent flows from government to citizen as well as from citizen to government.
- of crisis sharply test political leadership and a constitutional form of government.

55. Have pupils bring their chart on federal-state relationships and challenges to the authority of the federal government up to date. (See activity #30.) Discuss: Had challenges become more or less numerous during the 1850's? Why was compromise harder to achieve than before 1820? before 1850?

Review what pupils learned in the eighth grade political science course about factors affecting the ease of getting political compromises. Ask: Do you think this historical data supports these generalizations or not? (Analyze generalizations about compromise in relation to each of the generalizations listed under objectives about compromise.) Ask: Would these generalizations help explain why compromise became more difficult to achieve? Why or why not?

Review with the class the jobs confronting the leaders of any group. What functions do they need to perform? Why must leaders assume this role in a democracy? (Why can't the people do the job by themselves?) Why is the job of leaders made more difficult in times of serious conflict and crisis? How effective had the leaders been in trying to solve these conflicts during the period 1850 to 1860?

56. Same as 67 in Fraser and West, p. 443.

- S. Interprets cartoons.
- G. Periods of crisis sharply test political leadership and a constitutional form of government.

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.
- G. Periods of crisis sharply test political leadership and a constitutional form of government.

- A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

- G. Periods of crisis sharply test political leadership and a constitutional form of government.

- G. The leadership or any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.

57. Same as 68 in Fraser and West, p.443.

Wilson, Lincoln in
Caricature.
Lorant, The Presidency
A Pictorial History.

58. Same as 69 in Fraser and West, p. 443.

U.S. history textbook

Thomas, Abraham Lincoln

Hofstadter, Am. Polit
Tradition.

Donald, Lincoln Recon

59. Same as 70 in Fraser and West, p. 444.

U.S. history textbook

60. Same as 72 in Fraser and West, p. 444.

College history text

Biographies of Lincoln
(above, activity 60.)

Fraser and West, p.443.

Wilson, Lincoln in
Caricature.
Lorant, The Presidency,
A Pictorial History.

Fraser and West, p. 443.

U.S. history textbooks.

Thomas; Abraham Lincoln.

Hofstadter, Am. Political
Tradition.

Donald, Lincoln Reconsidered.

Fraser and West, p. 444.

U.S. history textbooks.

Fraser and West, p. 444.

College history textbooks.

Biographies of Lincoln. (See
above, activity 60.)

- G. The leadership or any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.
- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.
- G. Executive decisions are limited by many factors including permissibility.
- G. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made; they thus influence those decisions.
- C. The Southern Confederacy also had severe problems of political leadership as well as several tests to its Confederate Constitution.
1. Jefferson Davis was unable to centralize control of the war effort as Lincoln did because of the states' rights philosophy of the confederate states, the newness of the Confederate government, and Davis' own political inabilities.
 2. While the seceding states rapidly produced a constitution modeled on the Union Constitution, the new government suffered from lack of precedents and tradition.

61. Same as 73 in Fraser and West, p. 444.

62. Have several pupils investigate the foreign problems which Lincoln faced during the war and the policies which he developed to try to meet them. They should be prepared to tell the class about them as they discuss the Confederate attempts to win foreign support in activity #63.

U.S. history textbooks.

63. Ask: What kinds of problems would the new Confederate government face? How easy would it be for a central government under Jefferson Davis to carry out plans needed for the war effort? Why? Have pupils read in various texts and other materials about the political problems facing the Confederacy and about the efforts to obtain help from abroad. Then discuss the problems facing the political leadership of the Confederacy.

U.S. history textbooks.

3. The new government's failure to obtain rapid international recognition weakened its ability to handle the war crisis.

- G. Periods of crisis sharply test political leadership and a constitutional form of government.
- A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.
- G. Periods of crisis sharply test political leadership and a constitutional form of government.
- G. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.
- G. The community demands order and stability--goals which may be incompatible with the demands of individuals.

D. "The need for security during the... /fracticidal/ war brought a challenge to /traditional American/ civil liberties."

Note: This section includes points dealing with the suspension of the writ of habeas corpus and military trials in non-war areas, congressional investigating committee and a federal loyalty program, and loyalty oaths in both North and South

64. Same as 78 in Fraser and West, p. 444.

See suggestions for activity #58.

65. "Have a group of students present a symposium on Northern opposition to the War." Discuss: If you had been Lincoln, what would you have done about this opposition?

Wood, The Hidden Civil War.
Robertson, Golden Circle.

Werstein, July, 1863.

66. Same as 76 in Fraser and West, p. 444.

"Selected Readings on the Civil War and Reconstruction."

G. War has serious physical and psychological effects upon people in wartorn areas.

IV. "The federal government failed in its efforts to reconstruct the defeated South. In imposing abrupt changes in men's institutions, those in power did not consider the importance of cultural continuity."

A. Note: This section deals with the problems of restoring society and economy, including handling the newly freed slaves.

S. Checks on the bias and competency of sources of information.

G. War has serious physical and psychological effects upon people in wartorn areas.

G. War has serious physical and psychological effects upon people in wartorn areas.

S. Checks on the bias and competency of sources of information.

S. Looks for points of agreement and disagreement among sources of information.

67. Have a student give a report on the federal government loyalty program and on loyalty oaths. (Or have all pupils read an account of the program.) Afterwards discuss their purpose, effectiveness, and effects upon civil liberties.
- "Selected Readings on the Civil War and Reconstruction."
- Hyman, Era of the Oath.
68. Same as 79 in Fraser and West, p. 444.
- Filmstrip: Brady's War Between the States, Museum Extension Service.
- Trowbridge, Desolate South.
69. Same as 83 in Fraser and West, pp. 444-445 except with the omission of its Schwrz accounts.
- Taylor, Destruction and Reconstruction.
Trowbridge, Desolate South.
70. Same as 84 in Fraser and West, p. 445.
- See above and also Miers, When the World Ended.
Commager, ed., The Blue and the Gray.

- G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and a desire to exercise them.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. A person's frame of reference affects his perceptions and interpretations.
- G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.
- A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE. CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE
- B. "Although the supremacy of the national government was established by the war, effective national leadership was not present in the postwar era."
1. Andrew Johnson, a War Democrat from Tennessee, was unable to rally public support behind his peace plans.
- a. On the issue of reconstruction, he alienated both the moderate and radical wings of the Union party, thus dissipating his only source of party strength.

71. Have the students read selections from McWhiney on slave reactions to freedom. Follow with this discussion: If Elkins' theory is correct about slavery, were the freedmen prepared to live in the dominant white middle class society? (Discuss problems such as work ethic, finance, family government, etc.)

Also discuss: Suppose you had been a member of Congress at the end of the war. Do you think you would have felt any responsibility for taking some action to help the ex-slaves? Why or why not?

72. Suppose you had been a plantation owner at the end of the war. What alternatives would you have had for getting the work done on your land? What difficulties would you have faced besides the loss of your former labor supply?

73. Combines 80,81, and 82 in Fraser and West, p. 444.

McWhiney, Reconstruction and the Freedman.

Franklin, Reconstruction After the Civil War.

Weisberger, "Dark and Bloody Ground."

Rozwenc, ed., Reconstruction in the South (Amherst booklet).

Donald, Negro Freedman.

Botkin, ed., Lay My Burden Down.

Katz, Eyewitness.

Dict. of Am. Biog.

LIGHT OF NEW EVIDENCE.

- b. He failed to use patronage effectively to control and appease his party.
 - c. Note: This section deals with the Presidential-Congressional conflict and the attempted impeachment.
2. Note: This section deals with the failure of a two-party system to work effectively during the Reconstruction period.
- G. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.
 - G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.
- S. Generalizes from data.
 - C. Congressional Reconstruction sought to bring Southern politics and society in line with the presumed Northern political and social achievements.

74. Hold a general discussion on the question: Why was Andrew Johnson unable to rally public and congressional support behind his plan for reconstruction? (This discussion may be based both upon the general readings by class members and on the specialized reading about Johnson and Congressional leaders which some of the pupils have done in biographies and in the Dictionary of American Biography.) Also discuss: What factors affected Johnson's decisions about reconstruction?

See biographies in bibliography.

Dict. of Am. Biography.

75. Same as 90 in Fraser and West, p. 445.

Film: Johnson and Reconstruction, TFC.,
33 min.

Katz, Eyewitness, chs. 10-11

76. Same as 86 in Fraser and West, p. 445.

Textbooks.

1. Note: This section deals with the military occupation of the South.
2. New constitutions and governments, attempting to up-date Southern political life, were established.
 - a. "The former slaves were made citizens and given the right to vote." Their votes were manipulated first by the Northerners, then by the Southerners.

G. Constitutions change by formal amendment and by changes in custom and tradition.

G. In political conflict there is a struggle over scarce values or goals, economic or non-economic; both sides attempt to use the authority of the political system to achieve their goals.

G. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.

G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and a desire to exercise them.

77. Same as 89 in Fraser and West, p. 445.

U.S. history textbooks.

78. Same as 87 in Fraser and West, p. 445.

Botkin, ed., Lay My Burden
Down.

"Selected Readings on
Civil War and Recon-
struction."

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

S. Checks on the bias and competency of sources of information.

S. Looks for points of agreement and disagreement among sources of information.

S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

S. Tests hypotheses against data.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE. CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING

b. The Republican reconstruction governments were white-dominated, though some freedmen held office.

c. Certain reforms, advocated and achieved by the North in the Jackson era, were passed such as tax-supported schools, revised tax schedules, abolition of debtors' prisons, etc.

d. The seemingly vast expenditures of these reconstruction governments were incurred in new legislative

79. Same as 88 in Fraser and West, p. 445.

Washington, Up From Slavery.

Katz, Eyewitness.

Botkin, Lay My Burden Down.

80. Have a group of students role-play a discussion among American historians about the reconstruction governments in the South. They should argue different interpretations of these governments. Afterwards, ask the class: Which interpretation seems to you to fit the facts the best? Make sure that pupils understand the present trend in interpretation.

Franklin, Reconstruction After the Civil War.
For teacher use, see Weisberger, "Dark and Bloody Ground of Reconstruction Historiography."

DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

social reforms, in purchasing railroad bonds at the behest of Southern capitalists, and in paying the huge interest charged by Northern bankers to float bonds necessary to finance these expenditures.

S. Generalizes from data.

G. Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.

G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

S. Generalizes from data.

D. "White Southerners reacted with bitterness to military reconstruction. They strove to restore their former patterns of life."

1. Note: This section deals with the means they used to try to regain dominance in society (secret organizations, voting restrictions, segregation).

- 31 Say: One of the charges against the reconstruction governments in the South was that they were corrupt. To what extent have you found evidence of corruption in these governments? Was the corruption in the South different in degree or in kind from the corruption in the North after the Civil War? (Draw upon what students have read about the reconstruction period. You may wish to have a pupil report on the political corruption in the North during this period. Or you could have all pupils turn to textbooks to do more reading on this topic.)
- Textbooks.
Nevins, Times of Trial, ch. 9
82. "Have a student report on the role of the Ku Klux Klan during Reconstruction."
- Katz, Eyewitness.
83. "Have a student report on the disputed election of
- College U.S. history textbooks.

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

- G. Freedom's relationship to democracy is a close and obvious one; the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

- G. A belief in democracy includes respect for the individual personality and individual freedom, equality, justice, rule by law, and constitutionalism.

- A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

- G. People try to work out rationalizations for their behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

1876." Discuss: What were the methods used to win the election? How did the election affect Reconstruction?

84. Same as 93 in Fraser and West, p. 445.

85. Review what pupils learned in the eighth grade unit on political parties and elections about ways in which Negroes have been kept from voting in the South. Then have them read about other devices used or about those which they cannot remember. If pupils have not come through this earlier course, you may wish to use some of the readings and materials suggested in that unit to develop an understanding of the devices used to keep Negroes from exercising the vote which had been granted by the fifteenth amendment. Ask: How do these measures jibe with democratic beliefs? How did the Southern Whites justify these measures?

"Selected Readings on Political Parties and Elections (for 8th grade course).

- j. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.
- G. Constitutions change by formal amendment and by changes in custom and tradition.
- G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.
- G. Even when a major reorganization of society takes place, not all of a culture is completely modified.
- G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.
- A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.
- A. VALUES HUMAN DIGNITY.
- A. EVALUATES PROPOSALS AND EVENTS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

86. Review what students remember from earlier courses about the development of segregation policies in the South after Reconstruction ended. Then do one of the following:

a. Spend some time having the class read various accounts of the development of segregation and different types of segregation in the South. They might read text accounts, primary source materials, non-text secondary accounts, etc. Then discuss: How did the segregation laws affect Negro "freedom?"

b. Give a brief lecture, based on C. Vann Woodward's Strange Career of Jim Crow to show the development of segregation in the South. Have the students discuss the vestiges of segregation which are still present in American society. Discuss: How could segregation affect the likelihood of change in the Negroes values and behavior? Why?

U.S. history textbooks.
Katz, Eyewitness.
Bennett, Confrontation,
Black and White.

C. Vann Woodward, The
Strange Career of Jim
Crow.

S. Prepares graphs to organize and clarify data.

S. Draws inferences from graphs.

S. Sets up hypotheses.

G. The more industrialized and urbanized the society, the greater the mobility between classes.

G. Differences in population, resources, and industrial capacity are reflected in differences in national (or regional) power.

G. At any specific time, the total economic output is affected in part by the quantity and quality of capital goods and by the levels of technology.

S. Generalizes from data.

S. Uses pivotal dates to help organize time relationships among events.

G. Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.

2. Note: This section deals with attempts to rebuild the economy. It includes a discussion of the development of sharecropping and tenant farmer system, the development of transportation and industries, the continued agrarian nature of the economy until the twentieth century.

V. "There are no easy solutions to social problems arising from the Civil War and Reconstruction are still prevalent today."

s to organize and

es from graphs.

eses.

trialized and urbanized
he greater the mobility
s.

population, resources,
capacity are reflected
in national (or regional)

c time, the total
t is affected in part
y and quality of capi-
by the levels of

om data.

ates to help organize
ships among events.

ent of defeated peo-
arouse bitter and
g:

2. Note: This section deals with attempts to rebuild the economy. It includes a discussion of the development of sharecropping and tenant farmer system, the development of transportation and industries, but the continued agrarian nature of the economy until the twentieth century.

V. "There are no easy solutions to social problems. Problems arising from the Civil War and Reconstruction are still prevalent today."

87. Same as 94 in Fraser and West, p. 445.

Historical Statistics of the
U.S.

88. Have pupils read text materials on changes in transportation and the development of industry in the South following the Civil War period. Ask: What was the comparative position of industry and agriculture at the beginning of the twentieth century? How would these changes affect the position of the Negro? How would they affect the power-position of the South within the country as a whole? Suggest that the class keep their hypotheses in mind as they study the next units.

Textbooks.

Culminating Activities

89. Same as 95 in Fraser and West, p. 445.

90. Same as 96 in Fraser and West, pp. 445-446.

91. Same as 97 in Fraser and West, p. 446.

G. There are no easy solutions to social problems.

Note: This part is divided into three sections on the civil rights issue, the problems of sharecroppers and tenant farmers, and the effects of the one-party system which is just beginning to be challenged in many places.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to change.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

S. Generalizes from data.

S. Checks on the bias and competency of sources of information.

92. Same as 100 in Fraser and West, p. 446.

93. Same as 93 in Fraser and West, p. 445.

94. Same as 99 in Fraser and West, p. 446.

95. Same as 101 in Fraser and West, p. 446.

BIBLIOGRAPHY¹

I. Biographies and Essays on Readings on People.

++Donald, David. Lincoln Re-Considered.
New York: Alfred A. Knopf, 1956.

Gill, John. Tide Without Turning, Elijah P. Lovejoy and Freedom of the Press.
Boston: Starr King Press.

++Hofstadter, Richard. The American Political Tradition and the Men Who Made It.
(Paperback). New York: Vintage Books, 1956.

*Kelly, Regina S. Lincoln and Douglas, The Years of Decision - 1854-61.
(Landmark Book). New York: Random House, 1954.

Kennedy, John F. Profiles in Courage.
New York: Harper and Bros., 1956.

Lorant, Stefan. Lincoln; A Picture Story of His Life. Harper, 1957.

Meltzer, Milton. Thaddeus Stevens and the Fight for Negro Rights. New York: Cromwell, 1967.

*Randall, James G. Lincoln the President, 3 vols. New York: Dodd, Mead, 1945.

**Sterling, Dorothy. Freedom Train, The Story of Harriet Tubman. Garden City, N. Y.: Doubleday & Co., Inc, 1954.

Thomas, Benjamin. Abraham Lincoln.
New York: Alfred Knopf, 1952.

Washington, Booker T. Up From Slavery.
(Paperback). New York: Bantam Books, 1959 ed.

*Yates, Elizabeth. Prudence Crandell.
Aladdin, 1955.

II. Fiction

Barney, Helen. Green Rose of Furley.
N.Y.: Brown, 1953. (On the Quakers and the underground railroad.)

*Beyer, Audrey W. Dark Venture. New York: Knopf, 1968. (The story of an African boy who is transported to slavery.)

¹Key to reading level

** Very easy reading

* Easy reading

Average reading

+ Above average reading

++ For only the best readers and the teacher

+Ehrlich, Leonard. God's Angry Man.
New York: Pocket Books, Inc., 1954.

Fast, Howard. Freedom Road. N.Y.: Duell,
Sloan & Pence, 1944.

Fuller, Edmund. A Star Pointed North.
N.Y.: Harper, 1946 (Fictionalized
biography.)

+Mitchell, Margaret. Gone With the Wind.
(Paperback). New York: Pocket
Books, 1954.

Robertson, Constance N. Golden Circle.
Randon, 1951. (Deals with Copperheads.)

**Sayre, Anne. Never Call Retreat.
New York: Cromwell, 1957. (A northern
Quaker and abolitionist moves to the
South after the war.)

*Swift, Hildegard. Railroad to Freedom.
Harcourt, 1932. (Fictionalized
account of Harriet Tubman and the
Underground railroad.)

Stowe, Harriet Beecher. Uncle Tom's
Cabin. N.Y.: Modern Library, 1948.

Thane, Elswyth. Yankee Stranger. New
York: Pocket Books, Inc., 1953.

Young, Stark. So Red the Rose. New York:

Scribners, 1963. (Presents Southern
impressions of Lincoln.)

III. Source Accounts

Angle, Paul M. The Lincoln Reader,
(Paperback). New York: Pocket Books,
1954.

Botkin, B.A. Lay My Burden Down.
Chicago: U. of Chicago Press, 1945.

Commager, Henry Steele, ed. The Blue
and the Gray. New York: Bobbs -
Merrill Co., 1950.

Jones, Katherine M. The Plantation
South. Indianapolis: Bobbs -
Merrill, 1957.

Katz, William L. Eyewitness: The Negro
in American History (Paperback).
New York: Pittman Publ. Co., 1967.

Miers, Earl, ed. When the World Ended,
Diary of Emma Le Conte. New York:
Oxford U. Press, 1957. (The memoirs
of a 16-year old girl during the
sacking of Columbia.)

+Olmsted, Frederick Law. The Slave
States Before the Civil War. ed. by
Harvey Wish. (Paperback). New
York: Putnams, 1959.

- +Taylor, Richard. Destruction and Reconstruction, edited by Richard Harwell. New York: Longmans, Green & Co., 1955.
- +Thomas, John L., ed. Slavery Attacked, The Abolitionist Crusade. (Spectrum paperback.) Englewood Cliffs: Prentice-Hall, 1965.
- +Trowbridge, John T. The Desolate South-1865-1866, edited by Gordon Cardall. New York: Duell, Sloan and Pearce, 1956.
- Tryon, Warren S., ed. A Mirror for Americans. 3 vols. Chicago: U. of Chicago Press, 1952. (Vol. 1, The East. Vol. 2, The South. Vol. 3, The West.)
- Wish, Harvey, ed. Slavery in the South. New York: Farrar & Straus, 1964.
- *Winther, Oscar Asburn, ed. With Sherman to the Sea, The Civil War Letters, Diaries, and Reminiscences of Theodore F. Upson. Bloomington: Indiana U. Press, 1958. (Eye-witness accounts by an adolescent who was on Sherman's march.)
- eds., Problems in American History. Englewood Cliffs, Prentice-Hall, 1957.
- Nevins, Allan, (ed.) Times of Trial, Great Crises in the American Past, N.Y.: Knopf, 1958.
- Pressly, Thomas J. Americans Interpret their Civil War. New York: Collier Books, 1962.
- ++Rozwenc, Edwin C. Slavery as a Cause of the Civil War. (Problems in American Civilization Booklet). Boston: D.C. Heath, 1949.
- ++Rozwenc, Edwin C., ed. Reconstruction in the South. (Problems in American Civilization Series). Boston: Heath, 1952.
- Stamp, Kenneth M., ed. The Causes of The Civil War. (Paperback). Englewood Cliffs, N.J.: Prentice, Hall, Inc. 1959.

V. Other Books and Reports

- ++Beale, Howard. "What Historians Have Said About the Causes of the Civil War," Social Science Research Council Bulletin, no. 54.

Other Collections of Readings

Leopold, Richard W. and Arthur S. Link,

- Bedford, Henry F. The Union Divided: Politics and Slavery, 1850-1861. (New Perspectives in American History booklet). New York: Macmillan, 1964.
- +Bennett, Lerone, Jr. Confrontation, Black and White. Chicago: Johnson Publ. Co., 1965.
- +Boykin, Edward C. Congress and the Civil War. N.Y.: McBride, 1955.
- +Buckmaster, Henrietta. Let My People Go, The Story of the Underground Railroad and the Growth of the Abolition Movement. Beacon, BP79.
- +Donald, Henderson H. The Negro Freedman. New York: Abelard-Schumen, 1952. (Conditions of life of Negro in early years of emancipation).
- ++Elkins, Stanley. Slavery. (Universal Library). Grosset and Dunlap, 1959.
- ++Franklin, John Hope. From Slavery to Freedom, A History of the American Negro. New York: Alfred A. Knopf, 1956.
- ++Franklin, John Hope. Reconstruction After the Civil War. (Paperback). Chicago: U. of Chicago Press.
- Furnas, J.C. Goodbye to Uncle Tom. New York: Wm. Sloanes Associates, 1956.
- +Garfinkle, Norton, ed. Lincoln and the Coming of the War. (Problems in American Civilization Series). Boston: Heath.
- +Gray, Wood. The Hidden Civil War - The Story of the Copperheads. New York: Viking, 1942.
- Hughes, Langston and Meltzer, Milton. A Pictorial History of the Negro in America. New York: Crown Publishers, 1956.
- Hyman, Harold. Era of the Oath. Phil.: U. of Pa. Press, 1954.
- Lorant, Stefan. The Presidency - A Pictorial History of Presidential Elections From Washington to Truman. New York: Macmillan, 1953.
- McWhinney, Grady. Reconstruction and the Freedman. (Berkeley Series Booklet). Chicago: Rand McNally, 1963.
- Morris, Willie, ed. The South Today. (Paperback). New York: Harper, 1965. (One chapter on slave revolt).
- +Nichols, Alice. Bleeding Kansas. N.Y.: Oxford, 1954.
- Parker, William N. Commerce, Cotton, and Westward Expansion. (Economic Forces in American History Booklet). Chicago: Scott, Foresman, 1964.

+Redding, Saunders. The Lonesome Road.
(Mainstream of America Series).
Garden City, N.Y.: Doubleday & Co.
Inc., 1958.

++Stamp, Kenneth M. The Peculiar
Institution, Slavery in the
Ante-Bellum South. New York: Knopf,
1956.

Vann Woodward, C. The Strange Career
of Jim Crow. (Paperback). New York:
Oxford U. Press, rev. ed., 1966.

+Weisberger, Bernard A., ed. Abolitionism:
Disrupter of the Democratic System
or Agent of Progress? (Berkeley
Series booklet) Chicago: Rand
McNally, 1965.

++Weisberger, Bernard, "The Dark and
Bloody Ground of Reconstruction
Historiography," Bobbs-Merrill
Reprint Series H - 222.

+Werstein, Irving. July, 1863: The
Incredible Story of the Bloody New York
City Draft Riots. New York: Messner,
1957.

Williams, Wayne C. A Rail Splitter for
President. Denver, U. of Denver Press,
1951. (On the 1860 election).

+Wilson, Rufus R. Lincoln in Caricature.
New York: Hougan Press, 1953.

VI. Reference Books

Dictionary of American Biography. New
York: Scribners, 1928-1936, and
supplements.

Historical Statistics of the United
States, Colonial Times to 1957.
Washington: Dept. of Commerce, 1960.

Lord, Clifford L. and Lord, Elizabeth H.
Historical Atlas of the U.S.,
Revised Ed. New York: Holt, 1953.